

ED 374 625

EC 303 348

AUTHOR Ysseldyke, James E.; And Others
TITLE Educational Outcomes and Indicators for Grade 8.
INSTITUTION National Association of State Directors of Special Education, Alexandria, VA.; National Center on Educational Outcomes, Minneapolis, MN.; Saint Cloud State Univ., MN.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE Aug 94
CONTRACT H159C00004
NOTE 26p.
AVAILABLE FROM Publications Office, National Center on Educational Outcomes, University of Minnesota, 350 Elliott Hall, 75 East River Rd., Minneapolis, MN 55455 (\$8) or Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589 (Stock No. S5071, \$8).
PUB TYPE Guides - Non-Classroom Use (055)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Disabilities; *Educational Assessment; Evaluation Methods; Grade 8; Junior High Schools; Measurement Techniques; Models; Outcomes of Education; *Student Educational Objectives; Student Evaluation
IDENTIFIERS *Performance Indicators

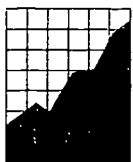
ABSTRACT

This document presents a conceptual model of educational domains and outcomes for learners in Grade 8 (or approximately 13 years of age) and possible indicators for each outcome for all students, including students with disabilities or developmental delays. In the model, educational resources (inputs and contexts) influence learning opportunity and process. These, in turn, influence the outcome domains, which include presence and participation, accommodation and adaptation, physical health, responsibility and independence, contribution and citizenship, academic and functional literacy, personal and social adjustment, and satisfaction. The conceptual model is extended by identifying outcomes within each outcome domain and then indicators of the outcomes. Examples of possible sources of data for the seven indicators within the domain called "contribution and citizenship" are provided. An annotated list of six supporting documents concludes the document. (JDD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Educational Outcomes and Indicators for Grade 8

ED 374 625



NATIONAL
CENTER ON
EDUCATIONAL
OUTCOMES

The College of Education
UNIVERSITY OF MINNESOTA

BEST COPY AVAILABLE

August, 1994

Prepared by James E. Ysseldyke,
Martha L. Thurlow, and
Ronald N. Erickson

Additional copies may be
ordered for \$8.00.
Please write:

Publications Office
NCEO
350 Elliott Hall
75 East River Road
University of Minnesota
Minneapolis, MN 55455

The National Center on Educational Outcomes (NCEO) was established in October, 1990, to work with state departments of education, national policy-making groups, and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education, and St. Cloud State University.

The Center is supported through a Cooperative Agreement with the U.S. Department of Education, Office of Special Education Programs (H159C00004). Opinions or points of view do not necessarily represent those of the U.S. Department of Education or offices within it.

NCEO Core Staff:

Robert H. Bruininks
Ronald N. Erickson
Patricia J. Grafstrom
Kevin S. McGrew
Dorene L. Scott
James G. Shriner
Gail E. Spande
Martha L. Thurlow, assistant director
James E. Ysseldyke, director

Acknowledgments

In addition to numerous stakeholders and other contributors, many individuals helped to develop the concept of a model of outcomes and indicators of the outcomes. While all involved are too numerous to mention, the following individuals deserve special acknowledgment:

OSEP Project Officer
Lou Danielson

NASDSE Staff
Eileen Ahearn

All NCEO staff read, reviewed, and contributed to this document in various ways. Contributions beyond these were made by the following NCEO support staff:

Trish Grafstrom
Gail Spande
Michael Vanderwood

Graphic Design
University of Minnesota
Printing Services

Table of Contents

Educational Outcomes and Indicators for Grade 8.....	1
Conceptual Model of Domains and Outcomes	2
Possible Indicators for Grade 8 Outcomes.....	7
Presence and Participation	8
Accommodation and Adaptation.....	9
Physical Health.....	10
Responsibility and Independence.....	11
Contribution and Citizenship	12
Academic and Functional Literacy	13
Personal and Social Adjustment.....	14
Satisfaction.....	15
Steps Toward Identifying Sources of Data for Indicators.....	17
Identifying and Defining the Important Outcomes of Education	19
Contributors to the Development of Grade 8 Outcomes.....	21
Supporting Documents.....	25

Educational Outcomes and Indicators for Grade 8

The current emphasis on educational reform and accountability reflects the public's desire to know the results of education for all of America's students. There is great interest in identifying the important outcomes of education and the best indicators of those outcomes.

The **National Center on Educational Outcomes** (NCEO) is working with federal and state agencies to facilitate and enhance the collection and use of data on educational outcomes for students with disabilities. In doing so, it has taken an inclusive approach, identifying a conceptual model of outcomes that applies to all students, not just to students with disabilities. Hundreds of educators, administrators, policymakers, and parents have participated in a consensus-building process using this model as a framework to identify key indicators of important educational outcomes for all students.

The purpose of this document is to present a model of educational outcomes for learners in Grade 8 (or approximately 13 years of age) and

the indicators of these outcomes for all students. This includes students identified as having disabilities or developmental delays. In the pages that follow, you will find:

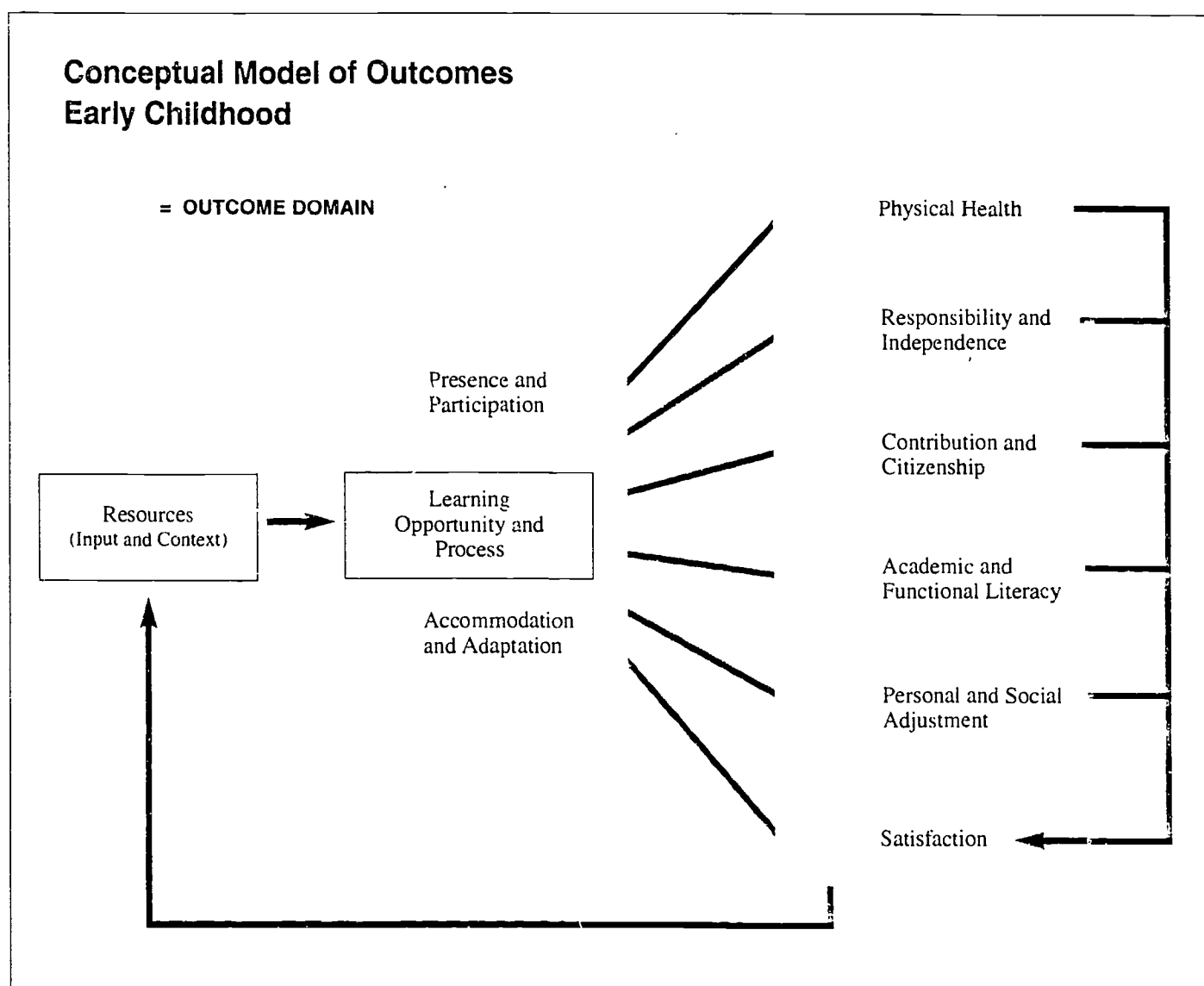
- A conceptual model of domains and outcomes
- Possible indicators for each outcome
- Steps toward identifying sources of data for indicators

We at the National Center on Educational Outcomes are indebted to many groups and individuals who provided feedback to us (see Contributors listed at the end of this document). We believe that the model and indicators for grade 8 outcomes presented here will serve as a point from which to extend discussion as policymakers, states, and local school districts identify the important outcomes of education.

Conceptual Model of Domains and Outcomes

The conceptual model depicted below shows the complete educational model, with Educational Resources (Inputs and Contexts) influencing Learning Opportunity and Process. These, in turn, influence the Outcome Domains (the shaded areas), which have a return influence on both Resources and Opportunity and Process.

Two of the shaded domains, Presence and Participation, and Accommodation and Adaptation, are placed next to Learning Opportunity and Process. This placement results from the belief that these domains may be part of the process but still need to be measured. All domains (indicated by ♦) are treated equally as outcome domains.



The conceptual model is extended by identifying outcomes, indicators of the outcomes, and finally, sources of data for the indicators.

“Outcomes” are the results of learning experiences or interactions between children and the educational process.

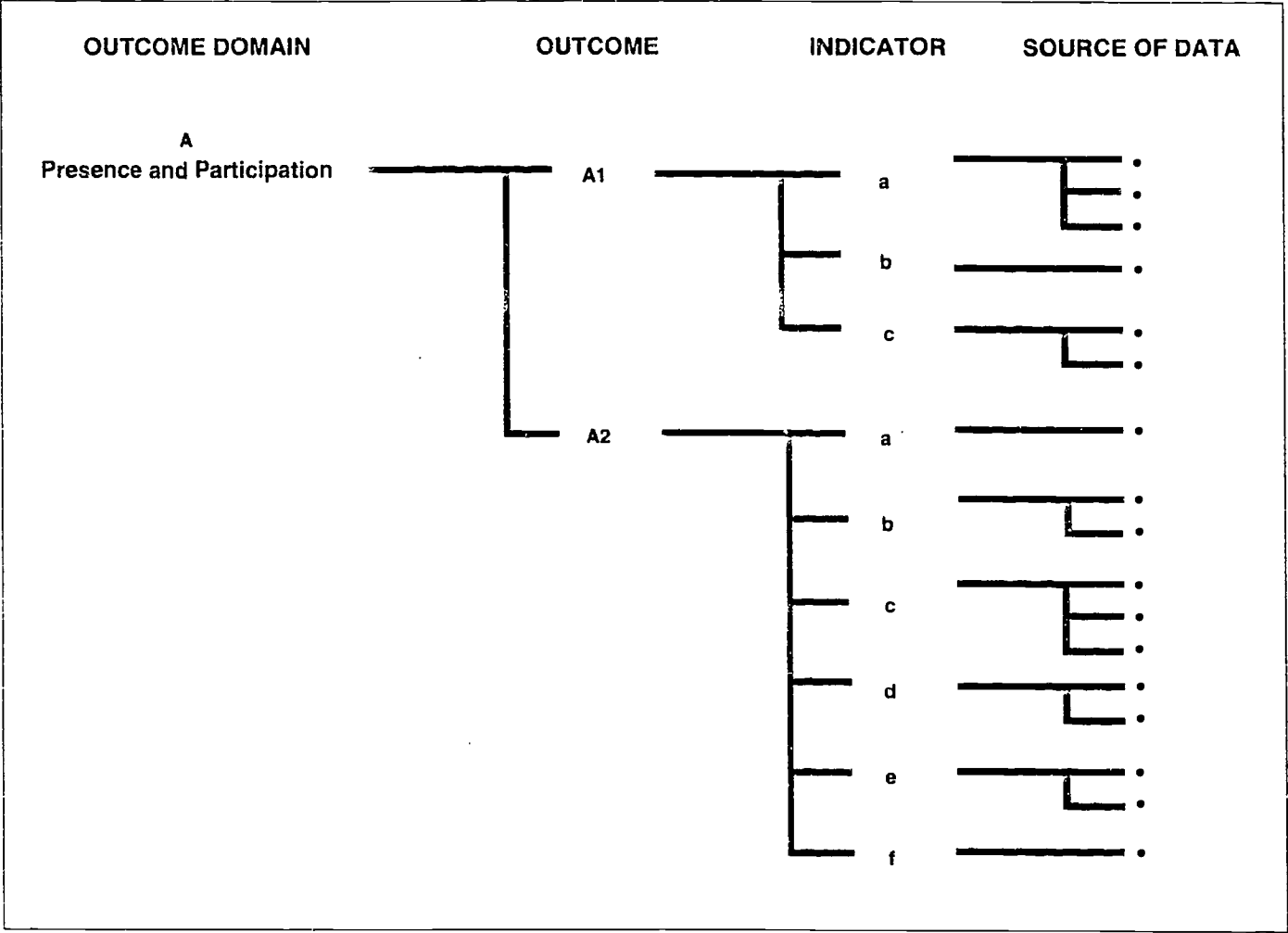
“Indicators” are numbers or other symbolic representations that can be used to determine whether desired outcomes are achieved.

The relationships among these components are shown below for the Presence and Participation domain. Throughout this document outcome domains are represented by shaded diamonds, outcomes are represented by shaded circles, and indicators are represented by shaded triangles. Sources of data, represented below as small dots, are not fully developed for the eight domains in this document.

Outcomes for the eight domains are presented on pages 4 and 5. Indicators

are listed for each outcome within outcome domains on pages 8-15. Sample sources of data for the Contribution and Citizenship outcome domain are presented on page 17.

Within this document, outcome domains, outcomes, and indicators are assigned letters and numbers to help in referencing them. These letters and numbers do not imply a hierarchical order of any kind.



OUTCOME DOMAIN	OUTCOME
A Presence and Participation	A1 Is present in school A2 Participates
B Accommodation and Adaptation	B1 Uses enrichments, adaptations, accommodations, or compensations necessary to achieve outcomes in each of the major domains B2 Demonstrates the presence of family
C Physical Health	C1 Makes healthy lifestyle choices C2 Is aware of basic safety, fitness, and health care needs C3 Is physically fit
D Responsibility and Independence	D1 Demonstrates age-appropriate independence D2 Gets about in the environment D3 Is responsible for self
E Contribution and Citizenship	E1 Complies with school and community rules E2 Knows the significance of voting E2 Volunteers

OUTCOME DOMAIN	OUTCOME
F Academic and Functional Literacy	F1 Demonstrates competence in communication
	F2 Demonstrates competence in problem-solving strategies and critical thinking skills
	F3 Demonstrates competence in math, reading, and writing skills
	F4 Demonstrates competence in other academic and nonacademic areas
	F5 Demonstrates competence in using technology
G Personal and Social Adjustment	G1 Copes effectively with personal challenges, frustrations, and stressors
	G2 Has a good self image
	G3 Respects cultural and individual differences
	G4 Gets along with other people
H Satisfaction	H1 Student satisfaction with school experience
	H2 Parent/guardian satisfaction with education that student is receiving
	H3 Community satisfaction with education that student is receiving

Possible Indicators for Grade 8 Outcomes

Indicators are numbers or other symbolic representations of outcomes. They can be viewed over time to gather information on trends. At the national and state levels, indicators usually are presented as percentages or rates.

State and local district personnel who are interested in specific students can easily translate the indicators presented here into individually-based indicators. A guide to these translations is included in the supporting document entitled

Self-Study Guide to the Development of Educational Outcomes and Indicators (see p. 25).

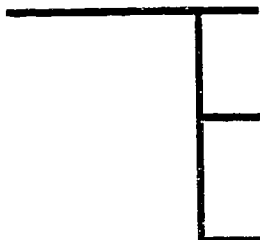
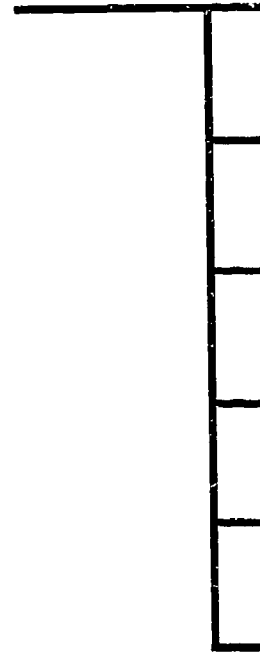
Lists of possible indicators for educational outcomes at grade 8, which were identified through the consensus-building process, are presented on the following pages. It is important to think of these as a framework within which outcomes, indicators, and sources of data can be generated.

= OUTCOME

A
DOMAIN

= INDICATOR

Presence and Participation

A1 Is present in school			a Rate of absenteeism during school year (differentiated for reasons of suspension, medical/health, truancy, and other) b Percent of students excluded from their typical school placement c Percent of students attending specific settings (for example, separate schools, residential settings, homebound)
A2 Participates			a Percent of time students participate actively in a variety of meaningful learning activities and routines in general education classroom b Percent of time students participate actively in extracurricular activities during the school year c Percent of students who participate in district, state, and national testing programs (including alternative testing programs) d Percent of students who move between school settings during the year (mobility rate) e Percent of students who participate actively in community activities f Percent of students who are exploring career options within the community

= OUTCOME

= INDICATOR

B
DOMAIN**Accommodation and Adaptation**

B1	Uses enrichments, adaptations, accommodations, or compensations necessary to achieve outcomes in each of the major domains		a Percent of students who demonstrate successful enrichments, adaptations, accommodations, or compensation skills required to move about in their environments b Percent of students who demonstrate successful enrichments, adaptations, accommodations, or compensation skills required to communicate c Percent of students who demonstrate successful enrichments, adaptations, accommodations, or compensation skills required to read (or receive information from materials usually printed) and/or perform other academic skills d Percent of students who demonstrate successful enrichments, adaptations, accommodations, or compensation skills required to participate in activities in home, school, and community environments e Percent of students who demonstrate successful enrichments, adaptations, accommodations, or compensation skills required to manage personal needs in home, school, and community environments
B2	Demonstrates the presence of family support and coping skills		a Percent of families using community resources and programs needed by students b Percent of families participating in the education of their children c Percent of families providing environments supportive of their children's education and learning

= OUTCOME

C
DOMAIN

= INDICATOR

Physical Health

C1	Makes healthy lifestyle choices	a	Percent of students who make good nutritional choices
		b	Percent of students who elect to participate regularly in sports, recreational, and/or exercise activities
		c	Percent of students who indicate that they use tobacco, alcohol, or drugs
C2	Is aware of basic safety, fitness, and health care needs	a	Percent of students who are aware of basic safety precautions and procedures
		b	Percent of students who are aware of basic fitness needs
		c	Percent of students who are aware of basic health care needs
		d	Percent of students who are aware of dangers of use and abuse of tobacco, alcohol, drugs, poisons, and medicines
		e	Percent of students who are aware of birth control procedures and prevention of sexually transmitted diseases
C3	Is physically fit	a	Percent of students who meet individualized standards of physical fitness

= OUTCOME

D
DOMAIN

= INDICATOR

Responsibility and Independence

D1	Demonstrates age-appropriate independence	_____	a	Percent of students who assume responsibility in a family, group, or individual situation
D2	Gets about in the environment	_____	a	Percent of students who can get to and from a variety of destinations
			b	Percent of students who complete transactions in the community (for example, shopping, going to the library)
D3	Is responsible for self	_____	a	Percent of students who can attend to their own hygiene needs
			b	Percent of students who take care of their own belongings
			c	Percent of students who access a support network that effectively advocates for the student
			d	Percent of students who effectively advocate for themselves
			e	Percent of students who can prioritize and set goals and persevere toward them

= OUTCOME

E
DOMAIN

= INDICATOR

Contribution and Citizenship

E1	Complies with school and community rules		a	Percent of students who are beginning to act as responsible citizens (for example, recycling, helping each other, caring about the environment, respecting property)
			b	Percent of students who have been expelled, repeatedly suspended, or subjected to disciplinary action
			c	Percent of students involved in the legal system
E2	Knows the significance of voting		a	Percent of students who know the significance of voting
E3	Volunteers		a	Percent of students who participate in school and classroom governance activities
			b	Percent of students who use their interests and abilities to benefit others and contribute to the group
			c	Percent of students who volunteer time to school, civic, community, or non-profit activities

= OUTCOME

F
DOMAIN

= INDICATOR

Academic and Functional Literacy

F1	Demonstrates competence in communication		a	Percent of students who use and comprehend language that effectively accomplishes the purpose of the communication
F2	Demonstrates competence in problem-solving strategies and critical thinking skills		a	Percent of students who demonstrate problem-solving and critical thinking skills
F3	Demonstrates competence in math, reading, and writing skills		a	Percent of students who demonstrate competence in math to function in home, school, and community environments
			b	Percent of students who demonstrate competence in reading to function in home, school, and community environments
			c	Percent of students who demonstrate competence in writing to function in home, school, and community environments
			d	Percent of students who excel in math, reading, writing, and/or other academic skills
			e	Percent of students who demonstrate need for remediation
F4	Demonstrates competence in other academic and nonacademic areas		a	Percent of students who demonstrate competence in other academic domains (science, language, geography, social studies) to function in home, school, and community environments
			b	Percent of students who demonstrate competence in cultural domains (fine and performing arts) to function in home, school, and community environments
F5	Demonstrates competence in using technology		a	Percent of students who apply technology to enhance functioning in home, school, and community

= OUTCOME

G
DOMAIN

= INDICATOR

Personal and Social Adjustment

G1	Copes effectively with personal challenges, frustrations, and stressors		a Percent of students who deal appropriately with frustration and unfavorable events b Percent of students who express feelings and needs in socially acceptable ways c Percent of students whose behavior reflects an appropriate degree of self control d Percent of students whose behavior reflects a knowledge of and acceptance of the consequences of their behavior (for example, makes restitution)
G2	Has a good self image		a Percent of students who perceive themselves as worthwhile b Percent of students who perceive themselves as competent c Percent of students who demonstrate knowledge of and acknowledge their own limitations
G3	Respects cultural and individual differences		a Percent of students who respect and show concern for others b Percent of students who accept cultural, racial, ability, and family differences c Percent of students who participate in making the community welcoming and inclusive of diversity
G4	Gets along with other people		a Percent of students who have friends their own age and are part of a social network b Percent of students who engage in productive group work c Percent of students who demonstrate skill in managing interpersonal conflict

= OUTCOME

H
DOMAIN

= INDICATOR

Satisfaction

H1	Student satisfaction with school experience		a	Percent of students who are satisfied with their level of achievement (in all domains)
			b	Percent of students who are satisfied with their educational experiences
			c	Percent of students who are satisfied with their level of independence
H2	Parent/guardian satisfaction with education that student is receiving		a	Percent of parents/guardians who are satisfied with their children's level of achievement
			b	Percent of parents/guardians who are satisfied with their children's educational experiences
			c	Percent of parents/guardians who are satisfied with their children's level of independence
H3	Community satisfaction with education that student is receiving		a	Percent of community (teachers, policymakers, employers, general public) satisfied with level of student achievement
			b	Percent of community (teachers, policymakers, employers, general public) satisfied with what is being provided in school (curriculum, extracurricular, teaching, and supports)
			c	Percent of community (teachers, policymakers, employers, general public) satisfied with students' educational experiences

Steps Toward Identifying Sources of Data for Indicators

NCEO staff and advisors are currently in the process of identifying possible sources of data for each of the indicators that has been identified through the consensus-building

process. Examples of possible sources of data for the seven indicators within the Contribution and Citizenship domain are provided on this page. These were generated by NCEO staff.

Before listing the possible sources of data for all outcome indicators in the NCEO model, experts will be asked to provide their ideas about the best data sources.

E DOMAIN

Contribution and Citizenship

OUTCOME		INDICATOR		POSSIBLE SOURCE OF DATA	
E1	Complies with school and community rules	a	Percent of students who are beginning to act as responsible citizens (for example, recycling, helping each other)	Parent interview	Adaptive behavior scales or checklists
		b	Percent of students who have been expelled, repeatedly suspended, or subjected to disciplinary action	School administrative records	Teacher questionnaire
		c	Percent of students involved in the legal system	Parent or student report	Law enforcement records
E2	Knows the significance of voting	a	Percent of students who know the significance of voting	Civics examination scores	Student interview
E3	Volunteers	a	Percent of students who participate in school and classroom governance activities	School administrative records	Teacher questionnaire
		b	Percent of students who use their interests and abilities to benefit others and contribute to the group	Student interview	Parent interview
		c	Percent of students who volunteer time to school, civic, community, or non-profit activities	Community and school administrative records	Reports from volunteer coordinators

Identifying and Defining the Important Outcomes of Education

The model and lists of domains, outcomes, and indicators that have been presented in this document are viewed as providing a framework and examples. From these examples, states, districts, and schools can begin to identify and define the important outcomes of education for all of their students.

This document is a summary of the results of consensus-building exercises focused on grade 8 only. NCEO has used the same consensus-building process to identify outcomes and indicators for the developmental levels indicated in the figure below.

These are available in the same format as the grade 8 outcomes and indicators.

OUTCOME DOMAIN	DEVELOPMENTAL LEVELS					
	3 Years	6 Years	Grade 4	Grade 8	School Completion	Post School
A Presence and Participation				- -		
B Accommodation and Adaptation				- -		
C Physical Health				- -		
D Responsibility and Independence				- -		
E Contribution and Citizenship				- -		
F Academic and Functional Literacy				- -		
G Personal and Social Adjustment				- -		
H Satisfaction				- -		

Contributors to the Development of Grade 8 Outcomes

Many individuals contributed to the development of the conceptual model, outcomes, and indicators presented here. Stakeholders participated in an intensive process of consensus

building using a computerized multiattribute analysis procedure. Other contributors, including NCEO's Advisory Committee members, read and reacted to various working

papers, model prototypes, and questionnaires. With extreme gratitude we recognize and thank these contributors.

STAKEHOLDERS

Ron Anderson
Department of Teaching Specialties
University of North Carolina
Charlotte, NC

Diana Cuthbertson
Statewide Parent Advocacy Network
Westfield, NJ

Lou Danielson
Office of Special Education Programs
Washington, DC

Mai Dao
San Jose State University
San Jose, CA

Robert Davila
New York School for the Deaf
White Plains, NY

Peg Dawson
Center for Learning and Attention
Disorders
Portsmouth, NH

Polly Feis
Nebraska Department of Education
Lincoln, NE

Dianne Ferguson
Schools Project-STP
Eugene, OR

John Graham
West Valley High School
Hemet, CA

Patricia Hayes
Colorado Board of Education
Aurora, CO

Leon Horne
Fern Hill Elementary School
Tacoma, WA

Mary Hudler
California Department of Education
Sacramento, CA

Edward Kameenui
Division of Teacher Education
University of Oregon
Eugene, OR

Ann Kornblet
Learning Disabilities of America
Pittsburgh, PA

Andrea Mattia
Edmund W. Flynn School
Providence, RI

Jim Plisko
Attucks Middle School
Hollywood, FL

Carol Valdevieso
Federal Resource Center for Special
Education
Washington, DC

Ray Valdevieso
Academy for Educational Development
Washington, DC

Lila Vanderhorst
State Office of Special Education
Washington, DC

Nancy Verderber
Special School District
St. Louis, MO

CONTRIBUTORS

Eileen Ahearn
NASDSE
Alexandria, VA

Sylvia Alatore Alva
Center for Collaboration for Children
California State University
Fullerton, CA

Maria Anderson
Parent/PACER
Minneapolis, MN

Donald Bailey
Early Childhood Research Institute
University of North Carolina
Chapel Hill, NC

Joseph Ballard
Government Relations
Council for Exceptional Children
Reston, VA

Kenneth Bird
Superintendent
Westside Community Schools
Omaha, NE

Asbjorn Birkemo
Institute for Educational Research
University of Oslo
Oslo, Norway

Jim Boreing
Educational Program Consultant
Wyoming Department of Education
Cheyenne, WY

Martha Brooks
State Supervisor
Dover, DE

Pat Brown
Special Education
Washington Department of Education
Olympia, WA

Lyndall Bullock
University of North Texas
Denton, TX

Lynn Busenbark
Preschool Coordinator
Early Childhood Section
Arizona Department of Education
Phoenix, AZ

Oona Cheung
Council of Chief State School Officers
Washington, DC

Sandra Christenson
Associate Professor
Educational Psychology
University of Minnesota
Minneapolis, MN

John Clark
Public Information & Publications
Nebraska Department of Education
Lincoln, NE

Mary Cohen
Government Relations
Council for Exceptional Children
Reston, VA

Betty Cooke
Early Childhood Family Education
St. Paul, MN

Jane Cromie
Parent
Burnsville, MN

Shirley Curl
Gary County Unified School District
Junction City, KS

Mark Davison
Professor and Chair
Educational Psychology
University of Minnesota
Minneapolis, MN

Lawrence Dennis
Liaison Education Consultant
Ohio Department of Education
Columbus, OH

Lizanne DeStefano
Professor
University of Illinois
Champaign, IL

Eugene Edgar
Professor
Child Development and
Mental Retardation Center
University of Washington
Seattle, WA

Christine Espin
Assistant Professor
Educational Psychology
University of Minnesota
Minneapolis, MN

David Ford
Alberta Department of Education
Alberta, Canada

Marge Goldberg
Co-Director
PACER Center
Minneapolis, MN

JoAnn Gordini
Co-Chair, Best Practices
Oklahoma Department of Education
Oklahoma City, OK

Martin Gould
Towson State University
Towson, MD

Janet Graden
Professor of School Psychology
University of Cincinnati
Cincinnati, OH

John Haigh
Maryland Department of Education
Baltimore, MD

James Hamilton
Early Childhood Branch
OSEP
Washington, DC

Eileen Hammar
Statewide Parent Advocacy Network
Westfield, DE

Susan Hasazi
Professor
University of Vermont
Burlington, VT

John Herner
Director of Special Education
Ohio Department of Education
Columbus, OH

Gene Hoffman
National Council of State Legislators
Oak Brook, IL

Lester Horvath
Associates in Professional Technologies
Hartford, CT

CONTRIBUTORS (continued)

- Barbara Huff
Federation of Families for Children's
Mental Health
Alexandria, VA
- Jan Jernell
Part H Coordinator
Department of Health
Minneapolis, MN
- David R. Johnson
Institute on Community Integration
University of Minnesota
Minneapolis, MN
- James Kauffman
Professor
Department of Curriculum,
Instruction and Special Education
University of Virginia
Charlottesville, VA
- Marianne Kirner
Special Education Resource Center
Middletown, CT
- Howard Knoff
Professor
School Psychology
University of South Florida
Tampa, FL
- Sherry Kolbe
National Association of Private Schools
for Exceptional Children
Washington, DC
- Nancy LaCount
Kentucky Department of Education
Frankfort, KY
- Sheryl Larson
Institute on Community Integration
University of Minnesota
Minneapolis, MN
- Sue Lerner
South Central School District 406
Seattle, WA
- Kay Lund
State Director of Special Education
Arizona Department of Education
Phoenix, AZ
- Larry Magliocca
Great Lakes Area Regional Resource
Center
The Ohio State University
Columbus, OH
- Edwin Martin
President and Chief Executive Officer
National Center for Disability Services
Albertson, NY
- Carol Massanari
Mid-South Regional Resource Center
Lexington, KY
- Pamm Mattick
MNAEYC
St. Cloud State University
St. Cloud, MN
- Jean McDonald
National Governors' Association
Washington, DC
- Carolyn McKay
Minneapolis Department of Health
Minneapolis, MN
- Margaret Meany
North Carolina Department of
Education
Raleigh, NC
- Mary Moore
Center for Policy Options in Special
Education
Mathematica Policy Research
Washington, DC
- Monty Neill
National Center for Fair & Open
Testing
Cambridge, MA
- Patricia Nygaard
University of Minnesota
Minneapolis, MN
- Alba Ortiz
President
Council for Exceptional Children
Reston, VA
- Jeffrey Osowski
State Director of Special Education
New Jersey Department of Education
Trenton, NJ
- Susan Peters
Professor
Special Education
Michigan State University
East Lansing, MI
- Lynda Price
Office for Students with Disabilities
University of Minnesota
Minneapolis, MN
- Maynard Reynolds
Professor Emeritus
Department of Educational Psychology
University of Minnesota
Minneapolis, MN
- Virginia Roach
National Association of State Boards
of Education
Alexandria, VA
- Robert Robertson
State Director of Special Education
Indiana Department of Education
Indianapolis, IN
- Cordelia Robinson
Director
JFK Center for Developmental
Disabilities
Denver, CO
- Edward Roeber
State Education Assessment Center
Council of Chief State School Officers
Washington, DC
- Robert Rueda
Assistant Professor
Counseling and Educational
Psychology
University of Southern California
Los Angeles, CA
- Frank Rusch
Professor
Special Education
National Transition Institute
University of Illinois
Champaign, IL
- Muriel Saunders
Bureau of Child Research
Kansas University
Lawrence, KS
- Sharon Shapiro
Head Start
St. Paul, MN
- Lorrie Shepard
Professor
School of Education
University of Colorado at Boulder
Boulder, CO

CONTRIBUTORS (continued)

Robert Slavin
Professor
Center for Research on Effective
Schooling
The Johns Hopkins University
Baltimore, MD

Barbara Smith
Allegheny Singer Research Institute
Pittsburgh, PA

Fred Smokoski
State Director of Special Education
Colorado Department of Education
Denver, CO

Richard Steinke
State Director of Special Education
Maryland Department of Education
Baltimore, MD

David Stewart
Associate Professor
Counseling, Educational Psychology
and Special Education
Michigan State University
East Lansing, MI

Jo Thomason
Council of Administrators of Special
Education
Council for Exceptional Children
Albuquerque, NM

Walter Thompson
Nebraska Department of Education
Lincoln, NE

Gerald Tindal
Professor
Special Education
University of Oregon
Eugene, OR

James Tucker
State Director of Special Education
Pennsylvania Department of Education
Harrisburg, PA

Mary Wagner
Director
National Longitudinal Transition Study
SRI International
Menlo Park, CA

Hill Walker
Associate Dean
College of Education
University of Oregon
Eugene, OR

Jill Weiss
Psychologist
Wilder-Rondo Early Childhood Project
St. Paul, MN

Colleen Wieck
Director
Governor's Planning Council on
Developmental Disabilities
St. Paul, MN

Michael Winaker
Middletown High School
Middletown, MD

Mark Wolery
Child and Family Studies
Allegheny Singer Research Institute
Pittsburgh, PA

Janise Wyche
Head Start Teacher
Montgomery County
Takoma Park, MD

NCEO NATIONAL ADVISORY COMMITTEE

Lizanne DeStefano
University of Illinois
Champaign, IL

Ingrid Draper
Detroit Public Schools
Detroit, MI

Wayne Erickson
Minnesota Department of Education
St. Paul, MN

Mary Beth Fafard
Massachusetts Department of
Education
Quincy, MA

Marge Goldberg
PACER Center
Minneapolis, MN

David Hornbeck
Co-Director
National Alliance for
Restructuring Education
Senior Policy Advisor
Business Roundtable
Baltimore, MD

Susan Lehr
Schools Are For Everyone
Tully, NY

Martin Orland
National Education Goals Panel
Washington, DC

Alba Ortiz
Council for Exceptional Children
Reston, VA

Susan Peters
Michigan State University
East Lansing, MI

Ramsay Selden
Council of Chief State School Officers
Washington, DC

Supporting Documents

The following documents are available for the reader who is interested in additional information on the model and its underlying assumptions, the process through which the current model and indicators were developed, or how states and school districts apply the model to meet their needs.

A Conceptual Model of Educational Outcomes for Children and Youth with Disabilities (Working Paper 1) July, 1991.

This paper discusses terminology and assumptions underlying the development of a model of outcomes for children and youth with disabilities. It presents alternative models, identifies unresolved issues, and represents a preliminary statement of models and issues.

Responses to Working Paper 1: Conceptual Model of Educational Outcomes for Children and Youth with Disabilities (Synthesis Report 3) June, 1992.

This paper is a synthesis of the responses from a large number of individuals who were invited to react to the educational outcomes model and the assumptions, definitions, and unresolved issues presented in Working Paper 1. Patterns in responses to specific issues including support, concerns, suggested refinements, and sample comments are included.

An Evolving Conceptual Model of Educational Outcomes for Children and Youth with Disabilities (Working Paper 2) August, 1992.

This paper is an extension of Working Paper 1, with revised definitions and

assumptions, and an updated model of educational and enabling outcomes for students with disabilities. An initial list of indicators of each outcome domain is included.

Developing a Model of Educational Outcomes (October, 1993).

This report summarizes the process and stages leading to the development of NCEO's conceptual model, indicators, and sources of data.

Consensus Building: A Process for Selecting Educational Outcomes and Indicators (November, 1993).

This report details the consensus process used by NCEO to produce lists of outcomes and indicators.

Self-Study Guide to the Development of Educational Outcomes and Indicators (September, 1993).

This guide provides state and district personnel with information on how to use NCEO's model in developing a set of outcomes and indicators.

Information on these materials can be obtained by calling NCEO Publications (612-626-1530) or by writing:

NCEO Publications
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455

**NCEO works in collaboration with
St. Cloud State University and
National Association of State Directors of Special Education**

♻️ Printed on recycled paper with 10% post-consumer waste